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ABSTRACT

The Ed. S. Cook Elementary School, located near the Capitol Homes Housing Project, the Martin Luther King Village, and a six to eight block deteriorating inner-city neighborhood, served 666 pupils in grades kindergarten through seven in the main building and an additional 80 infants, toddlers, and kindergarten-age children in the Title IV-A Child Development Center located in adjacent buildings. The instructional program was supplemented by three supportive programs. The English-Reading Program under Title I of the 1965 Elementary Secondary Education Act provided compensatory education for the most educationally deprived pupils in the school. The primary objective of this activity was to improve the reading competencies of the most deprived pupils through tutorial and/or individualized instruction. By improving academic competencies, the program also aimed at improving the self-concept and attitude toward school of participants. The Cook Child Development Center, funded under Title IV-A of the 1967 Amendments to the Social Security Act, serves 80 preschool-age children in day care and 50 school-age children in extended day care with a staff of one lead teacher, four group leaders, and 12 aides. As a result of funding difficulties, the kindergarten program was drastically altered and the Outreach component was cut out entirely until July, 1973, after the Title IV-A funding of a separate outreach component proposal. The Comprehensive Instructional Program, funded by the school system, was designed to aid teachers with individualizing classroom instruction in reading for grades one through three and in math for grades four through six. (Author/JM)

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RESEARCH AND DEVELOPMENT REPORT

Vol. VII, No. 16 October, 1973

An Instructional Program Designed For Children From Birth Through Seventh Grade

Ed S. Cook Elementary School
1972-73

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I. INTRODUCTION

The Ed S. Cook Elementary School is located near the Capitol Homes Housing Project, the Martin Luther King Village, and a six to eight block deteriorating inner-city neighborhood where homes are being demolished for redevelopment. The majority of the area surrounding the Cook School is made up of low-cost, graduated-scale public housing creating a high concentration of low-income, primarily one-parent families with little more than elementary school education. Unfortunately for the school and residents alike, these environmental conditions contributed to intimidating behavior by drunks and drug users and a high incidence of vandalism during the 1972-73 school year. The problem was severe enough to eliminate all after school and evening activities such as PTA where police protection could not be provided. Of course, this problem is not unique in the Cook School area but is generally the case in high-density, low-income areas.

The main school building is a fairly large, three-story, twenty-nine classroom unit of which the core is sixty-one years old. As with many older buildings, heating was a problem during the year with the temperature in many of the rooms too warm for comfort, particularly on the third floor. During the school year renovations were made to the extent of replacing all the windows and this significantly improved the looks of the school although the actual process of replacement was disruptive to both teachers and pupils.

The Cook School served a pupil population of 666 in grades kindergarten through seven in the main building and an additional 80 infants, toddlers, and kindergarten-age children in the Title IV-A Child Development Center located in adjacent buildings. The sixth and seventh grades are scheduled to be transferred to King Middle School for the 1973-74 school year and plans are presently under way to increase the Child Development Center day care and extended day programs and add an outreach program.

II. NEEDS, GOALS, BEHAVIORAL OBJECTIVES, AND CRITICAL VARIABLES

The needs of the pupils to be focused on in the 1972-73 school year were identified by the school faculty, and corresponding goals were established to evolve improvement in these areas. Appropriate behavioral objectives were set up to indicate the degree of improvement achieved during the year. Each set of need, goal and behavioral objective is listed under the critical variable to be directly affected.

Reading Skills

Need -- Improved reading skills of pupils reading below grade level placement (91 per cent of pupil population in April of 1972 as indicated by the Metropolitan Achievement Tests).

Goal -- To provide a compensatory reading program funded by Title I for the lowest 105 achievers (16 per cent of pupil population).

Behavioral Objective -- Title I participants will achieve the program objective of one month's gain in reading for a month in the program as shown by the pre/post administration of the Metropolitan Achievement Tests.

Attitude Toward School and Self

Need -- Improved attitude toward school and self of pupils in grades 4-7.

Goal -- To design classroom and school-wide activities to improve the attitudes toward school and self of fourth through seventh grade pupils.

Behavioral Objective -- The attitudes of fourth through seventh graders by classes will improve as shown by the pre/post administration of the Self-Appraisal Inventory.

Attendance

Need -- Increased attendance.

Goal -- To reward good attendance and thus encourage improved attendance.

Behavioral Objective -- To maintain throughout the year and improve the 1971-72 percentage of attendance of ninety per cent.

Preschool Development

Need -- Educational and social development of preschoolers in the community and day care services for eligible families.

Goal -- To accomplish the objectives of Atlanta's Child Day Care Program funded by Title IV-A of the 1967 Amendments to the Social Security Act.

Behavioral Objective -- The behavioral objectives of the Title IV-A day care program as listed in the proposal are as follows:

A. Given the opportunity to participate in a twelve-month child development program, two-, three-, and four-year-old youngsters from low-income families will develop a positive self-image, oral language skills, and concept formation equivalent to or above age norms as measured by the rating scale developed by the Southern Regional Education Board (SREB, Ages 0-4) and/or Teacher Observation of Pupils Survey (TOPS).

B. The development and skills measured by Basecheck will be more developed upon kindergarten entrance for children with day care experience than for children with no group preschool experience. Basecheck measures self-concept, language, visual perception, auditory perception, and number concepts.

C. Given the opportunity to have day care services provided, the working, one-parent head of household will maintain employment or remain enrolled in a job training program, preliminary to securing and maintaining employment. The parent will indicate the degree to which the day care service has been helpful by responding to a questionnaire to be developed.

III. SUPPORTIVE PROGRAMS

Title I

The English-Reading Program under Title I provided compensatory education for the most educationally deprived pupils in the school. The primary objective of this activity was to improve the reading competencies of the most deprived pupils through tutorial and/or individualized instruction. By improving academic competencies, the program also aimed at improving the self-concept and attitude toward school of participants.

One-hundred five pupils or approximately sixteen per cent of the enrollment in grades one through seven were selected to participate in the Title I program. Pupils were chosen on the basis of standardized achievement test scores from April of 1972. Diagnostic tests were administered at the start of the school year to place pupils according to their reading skills. Both Comprehensive Instructional Program diagnostic tests and the Spache Diagnostic Reading Scales were used for placement. Diagnostic tests were periodically administered throughout the year to continuously assess pupil progress.

One lead teacher, one certified teacher, and five teacher aides were employed at Cook School exclusively for the administration the Title I program. The lead teacher, assisted by the certified teacher, directed testing activities, assessed each participant's strengths and weaknesses, and prescribed activities to assist the pupils in improving their competencies. Furthermore, she provided inservice training for the certified teacher and teacher aides and for teachers of the most educationally deprived, directed parent involvement activities and assisted participants in problems related to poor attendance and poor social adjustment. Teacher aides assisted pupils in their prescribed activities, tutored small groups and individuals, worked with the classroom teachers of Title I pupils, and generally assisted the lead teacher in Title I activities. An area supervisor under Title I served as a resource person.

Title IV-A

The Cook Child Development Center was originally funded in February, 1972, under Title IV-A of the 1967 Amendments to the Social Security Act as the Comprehensive Early Childhood Development Program Training and Demonstration Center at Ed S. Cook Elementary School. The center was originally designed as a state pilot staff training and demonstration center under the guidance of the Georgia Comprehensive Early Childhood Development Program and indeed remained just that until December 14, 1972. Through a series of events, political and financial, the center lost its funding as a pilot program and was picked up as a day care center under Atlanta's Comprehensive Child Day Care Program also funded by Title IV-A. Although the funding for the Cook Center is the same as for the other forty day care centers in this program, some effort has been made to retain the training and demonstration components of the center.

The retention of these components was made possible primarily by the special curriculum developed by UEC, Inc., and the stockpile of materials ordered prior to the funds cutback to be used with the curriculum. This curriculum is still being used, demonstrated, and revised at the center and in the newly refunded Cook Outreach program.

The currently operating Cook Child Development Center serves eighty preschool-age children in day care and fifty school-age children in extended day care with a staff of one lead teacher, four group leaders, and twelve aides who were formerly WIN mothers trained at the center to work in day care. Prior to the funding changeover in December, all five-year-old children at Cook were in three kindergarten classes staffed by Cook Child Development Center personnel trained in the use of the UEC curriculum. After the changeover, two of the kindergarten teachers were switched to the regular school program and the four aides previously assigned to the classrooms were removed. Loss of the aides necessitated discontinuing the use of the UEC curriculum in those two classrooms. The one kindergarten class remaining in the day care center serving the siblings of preschool-age day care children continued to use and demonstrate the UEC curriculum until May when the children were moved to the regular kindergarten classes.

The altering of the kindergarten program was not the only drastic change made in December. The Outreach component which had just become fully operational was cut out completely. It did not begin again until July, 1973, after the Title IV-A funding of a separate outreach component proposal. The Outreach Program now serves seventy-five preschool-age children of welfare recipients and their families in the homes of the participants.

Comprehensive Instructional Program

The Comprehensive Instructional Program (CIP) funded by the school system was designed to aid teachers with individualizing classroom instruction in reading for grades one through three and in math for grades four through six. Area resource personnel were available to give assistance and advice for reading and some funds were available for purchasing materials for math. Tests designed by CIP personnel were administered periodically to pupils in grades one through three to aid in individualizing reading instruction.

IV. SCHOOL ORGANIZATION

The principal at Cook administers a staff consisting of one librarian, twenty classroom teachers, one woodshop teacher, two EMR teachers, two secretaries, the Title I staff, the Title IV-A Day Care staff, the Title IV-A Outreach staff, and the custodial staff. The faculty utilized a self-contained classroom organization with some ability group placement of pupils within classrooms for grades kindergarten through six. The seventh grade pupils changed classes between the two teachers.

Basically each teacher had autonomy over his or her classroom. There was some degree of grade level planning but primarily, each teacher planned, grouped, and taught as he or she thought best.

There was no planned school-wide inservice program but several teachers did attend inservice courses offered at the Instructional Services Center and elsewhere. The Title I and Title IV-A lead teachers held periodic inservice education sessions for the Title I and Title IV-A staffs.

The Title I lead teacher incurred some difficulty in receiving materials ordered for the Title I reading program. A number of materials were not received until two months before school was out. The principal incurred difficulty in ordering needed materials due to the delineation of materials into categories and restriction of funds into line item accounts covering only certain categories. It is basically a problem on paper but is very frustrating to those involved.

V. PROCESS

The Title I lead teacher, certified teacher, and aides utilized a variety of materials in working with the 105 lowest achievers. The staff used the Imperial International Learning Corporation's Imperial Reading Program with second through fourth grade participants and the McGraw-Hill Plus 4 Booster with fourth through seventh grade participants. Other materials and books used included the SRA kit, some Scott, Foresman Reading Systems books, Readers Digest Skill Builders Books, and language experience charts.

The staff used these materials in working with small groups of participants daily in the reading resource room. Unfortunately, some of the pupils selected for the Title I program did not participate the entire year. In one instance, the classroom teacher of several participants chose to keep the pupils in the classroom rather than sending them to the reading resource room for several months during the middle of the year. In another instance, a classroom teacher pulled the pupils selected from her room completely out of the Title I program because of excessive absenteeism of the aide assigned to work with those pupils.

Title I staff members and classroom teachers endeavored to improve the attitudes of Cook pupils toward themselves and their school through a variety of activities. Several classroom teachers adjusted their daily schedules to allow time for discussion periods and/or free time for pupils to pursue individual interests. Pupils were rewarded for good work and good deeds. Some teachers displayed work of some type from each pupil in an attempt to improve self-concept. Pupils were assigned classroom responsibilities which not only served to improve their attitudes toward self and school but also served to improve attendance in that they were expected to perform the tasks daily.

Pupils were encouraged to come to school every day even if they were late or had to leave early. Monthly rewards such as a candy bar or assignment of a special task were used by some teachers to improve attendance while other teachers preferred end-of-year rewards. An occasional door prize was thought to be an effective method of encouraging attendance by one teacher. Other forms of recognition for perfect attendance included names posted on bulletin boards and stars on report cards.

An especially strong effort was made in the day care center to encourage regular attendance since monthly funding was based on average daily attendance. Another important factor necessitating regular attendance was the planned UEC curriculum which called for a daily evaluation of how each child in the center performed particular tasks.

VI. EVALUATION INSTRUMENTS

The following tests and inventories were used to determine the progress of the pupils at Cook.

A. The Iowa Tests of Basic Skills (ITBS) was administered system wide in April, 1973, to all pupils in grades one through seven.

B. The Self-Appraisal Inventory (SAI), an instrument designed to assess the pupils' self-concept along the following four dimensions: (1) peer, (2) family, (3) school, and (4) general, was administered in the fall and spring to all Title I participants.

C. The Metropolitan Achievement Tests (MAT) was administered to the Title I participants in the fall and spring of 1972-73.

VII. FINDINGS

Evaluation of the progress made at Cook School during 1972-73 is stated in terms of specific behavioral objectives.

Reading Skills

Title I participants will make one month's gain for a month in the program as shown by the pre/post administration of the Metropolitan Achievement Tests.

Title I participants averaged four month's gain in word knowledge and three month's gain in reading during the seven months between pre and post tests (Table 1). Third grade participants made the least amount of progress both in word knowledge and reading. The fifth grade participants seem to have progressed fairly well in word knowledge but very little in reading indicating an emphasis placed on word knowledge rather than comprehension. The percentages of pupils making the expected gain in reading in grades two, three, four, and five were 39, 10, 38, and 26, respectively, for a total program percentage of 25. Overall, the Title I program at Cook did not achieve the program objective of one month's gain for a month in the program.

TABLE 1

METROPOLITAN ACHIEVEMENT TESTS PRE, POST, AND GAIN SCORES FOR TITLE I PARTICIPANTS AND THE PERCENTAGE OF PARTICIPANTS MAKING ONE MONTH'S GAIN FOR A MONTH IN THE PROGRAM

		Word Knowledge					Reading				
					Month's Gain for Month in Program					Month's Gain for Month in Program	
Grade Level	N	Pre (G.E.)	Post (G.E.)	Gain (Months)	f	Per Cent	Pre (G.E.)	Post (G.E.)	Gain (Months)	f	Per Cent
2	18	1.4	1.9	5	5	28	1.5	2.0	5	7	39
3	30	1.7	1.9	2	2	7	1.7	1.8	1	3	10
4	16	1.6	1.9	3	5	31	1.8	2.1	3	6	38
5	19	2.6	3.2	6	12	63	3.0	3.2	2	5	26
Average Gain for Grades 2-5	83			4	24	29			3	21	25

Attitude Toward School and Self

The attitudes of fourth through seventh grade pupils by grades will improve as shown by the pre/post administration of the Self-Appraisal Inventory.

Changes in attitudes of fourth through seventh grade pupils from the pre to the post tests were positive in all categories and for all grades except two (Table 2). The pupils in the sixth grade indicated a less favorable response on the post test toward school. Overall, the changes in attitude were positive and; thus, the objective of improved attitudes toward school and self was achieved.

TABLE 2

PERCENTAGES OF FAVORABLE RESPONSES ON THE SELF-APPRAISAL INVENTORY FOR FOURTH THROUGH SEVENTH GRADE TITLE I PARTICIPANTS IN THE FALL AND SPRING OF 1972-73

Grade		N	Peer	Family	School	General	Total
4	Pre	83	51.4	63.5	60.8	59.3	58.8
	Post	64	53.8	66.1	60.1	62.4	60.6
	Gain		2.4	2.6	-0.7	3.1	1.8
5	Pre	64	55.5	69.2	63.3	65.7	63.4
	Post	66	61.7	74.1	68.3	68.3	68.1
	Gain		6.2	4.9	5.0	2.6	4.7
6	Pre	65	61.5	72.8	62.1	69.5	66.5
	Post	58	64.7	70.8	65.7	71.6	68.2
	Gain		3.2	-2.0	3.6	2.1	1.7
7	Pre	48	59.4	70.4	60.8	68.4	64.8
	Post	42	63.6	70.7	62.0	69.0	66.3
	Gain		4.2	0.3	1.2	0.6	1.5
School	Pre	260	56.4	68.5	61.8	65.1	63.0
	Post	230	60.6	70.4	64.2	67.6	65.7
	Gain		4.2	1.9	2.4	2.5	2.7

Attendance

The 1971-72 percentage of attendance of ninety per cent will be maintained and improved during 1972-73.

Unfortunately, the percentage of attendance exceeded the expected ninety per cent for only four months during 1972-73 and exceeded the percentage of attendance for the same periods of 1971-72 for only two months (Table 3). The percentage of attendance for the school year of 1972-73 was 89.3, 0.7 below that of 1971-72. This objective for improved attendance, therefore, was not achieved.

TABLE 3

ATTENDANCE PATTERN BY MONTH AND YEAR FOR SCHOOL YEARS 1971-72 and 1972-73

	School Year		
Month	1971-72	1972-73	Difference
September	91	94	+3
October	91	91	0
November	90	91	+1
December	90	89	-1
January	87	86	-1
February	89	89	0
March	92	90	-2
April	90	86	-4
May	91	89	-2
Year	90.0	89.3	-0.7

Preschool Development

The behavioral objectives of the Title IV-A day care program as listed in the proposal will not be evaluated in this report, but in two later publications: "The Evaluation of the Title IV-A Child Day Care Program" and "An Evaluation of the Comprehensive Child Development Training and Demonstration Center and Outreach Program at Ed S. Cook Elementary School." Both publications should be available by December, 1973.

General Pupil Achievement

Although there was no behavioral objective relating to general pupil achievement, there was information available for pupils in grades two through seven in terms of Predicted Achievement Quotient and National Norm Quotient. The Predicted Achievement Quotient is a comparison of the actual average scores from the Iowa Tests of Basic Skills (ITBS) given in April, 1973, to the predicted average scores derived from a linear multiple step-wise regression applied to several factors including: Metropolitan Achievement Tests (MAT) average reading and math scores of of April, 1972; per cent of paid lunches; stability index; per cent of attendance; pupil teacher ratio; and per cent of pupils passing. The National Norm Quotient is a comparison of the actual average April, 1973, ITBS scores to the national norm.

Predicted Achievement Quotients in reading for grades two through seven ranged from a low of 85 for the second grade to a high of 106 for the third grade (Table 4). The average Predicted Achievement Quotient in reading for grades two through seven was 95, one point higher than the average for math. The average Predicted Achievement Quotient for the composite of all ITBS subtests for grades two through seven was also 95. The quotients for the composite ranged from a low of 89 in the second grade to a high of 102 in the seventh grade. The data indicate that the second grade fell below all other grades in reading, math, and the composite and that the third and fourth grades in reading and the seventh grade on the composite scored higher on the ITBS than was predicted.

TABLE 4

COMPARISON OF ACTUAL SCORES FROM
THE IOWA TESTS OF BASIC SKILLS, April, 1973
TO THE PREDICTED SCORES AND NATIONAL NORMS

	Grade Equivalent Score			Summary Indices	
Grade	Actual	Predicted	National Norm	Predicted Achievement Index	National Norm Index
			Reading Test Data		
2	1.7	2.0	2.7	85	62
3	2.7	2.5	3.8	106	71
4	3.2	3.2	4.7	101	68
5	3.3	3.8	5.7	87	58
6	4.4	4.5	6.7	98	65
7	4.7	4.8	7.6	97	61
			AVERAGE	95	64
			Mathematics Test Data		
2	1.9	2.1	2.6	91	73
3	2.5	2.7	3.7	93	68
4	3.2	3.3	4.7	95	68
5	3.8	4.1	5.6	93	67
6	4.7	4.9	6.6	96	70
7	5.3	5.4	7.6	98	69
			AVERAGE	94	
			Composite Test Data		
2	1.9	2.1	2.6	89	1
3	2.6	2.7	3.7	96	69
4	3.3	3.3	4.7	98	70
5	3.7	4.0	5.7	93	65
6	4.4	4.71	6.7	93	66
7	5.2	5.1	7.6	102	68
			AVERAGE	95	68

The data for the fourth grade seemed somewhat misleading when additional data was examined (Table 5). The fourth grade was the only elementary grade to be given both pre and post tests and at Cook sixty-eight pupils took both. A comparison of these matched ITBS scores revealed that while these pupils scored on an average of two months higher on the post test than the total fourth grade in reading, math, and composite, they made only three months gain in reading and composite and no gain at all in math during the seven months between the tests. The low gain or lack of gain was disturbing in view of the Predicted Achievement Quotient for grade four of 101 (Table 4) indicating achievement higher than what was expected.

TABLE 5

FOURTH GRADE MATCHED SCORES FROM THE PRE/POST ADMINISTRATION DURING 1972-73 OF THE IOWA TESTS OF BASIC SKILLS

Matched Scores	Reading	Math	Composite
Pre	3.1	3.4	3.2
Post	3.4	3.4	3.5
Gain in Months	3	0	3

Examination of the National Norm Quotients also showed there was much room for improvement with Quotients for reading, math, and composite ranging from a low of 58 to a high of 73. If the fourth grade gains were exemplary of the whole school, the national norm will never be reached unless some change is made in the basic school program effecting higher pupil achievement.

VIII. COST ANALYSIS

An attempt has been made to relate the composite Predicted Achievement Quotients (Table 4) to the amounts expended in general and compensatory funds. This relation took the form of a projection of the amount of funds necessary to achieve one unit of the Predicted Achievement Quotient and was determined by dividing the yearly per pupil expenditures by the Predicted Achievement Quotients for grades two through seven (Table 6). Expenditures were obtained from the General Funds Financial Report for June 30, 1973, and the Trust and Agency Report for June 30, 1973. Both general and compensatory funds were used as a basis for the projections with further categorization into salary and nonsalary items.

Compensatory and Comprehensive Instructional Program (CIP) funds were divided among the grades receiving the benefit from the programs. There was little variance in the total per pupil expenditures for grades one through seven. The large expenditure for prekindergarten was for the Day Care Center. The only grade level essentially left out of all extra funds was the kindergarten which received the benefit of only the Title IV-A extended day program. Costs per unit of Predicted Achievement Quotient ranged from a low of $9.23 in the seventh grade level to a high of $12.20 in the second grade level, a difference of $2.97 for an average cost for grades two through seven of $11.02.

TABLE 6

COST ANALYSIS
1972-73
TOTAL AVERAGE DAILY ATTENDANCE (Grades Pre-K - 7 - 6391)

	Grades									Average
	Pre-K	Kdg.	First	Second	Third	Fourth	Fifth	Sixth	Seventh	
Average Daily Attendance	80	70	88	66	83	69	67	64	52	71
Per Pupil Cost										
A. General Funds										
1. Regular										
a. Salary	$ 578.55	$ 578.55	$ 578.55	$ 578.55	$ 578.55	$ 578.55	$ 578.55	$ 578.55	$ 578.55	$ 578.55
b. Nonsalary	53.75	53.75	53.75	53.75	53.75	53.75	53.75	53.75	53.75	53.75
c. Total	$ 632.30	$ 632.30	$ 632.30	$ 632.30	$ 632.30	$ 632.30	$ 632.30	$ 632.30	$ 632.30	$ 632.30
2. CIP										
a. Salary	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-
b. Nonsalary	-0-	-0-	1.76	1.76	1.76	1.76	1.76	1.76	1.76	1.35
c. Total	$ -0-	$ -0-	$ 1.76	$ 1.76	$ 1.76	$ 1.76	$ 1.76	$ 1.76	$ 1.76	$ 1.35
3. Total General Funds										
a. Salary	$ 578.55	$ 578.55	$ 578.55	$ 578.55	$ 578.55	$ 578.55	$ 578.55	$ 578.55	$ 578.55	$ 578.55
b. Nonsalary	53.75	53.75	55.51	55.51	55.51	55.51	55.51	55.51	55.51	55.10
c. Total	$ 632.30	$ 632.30	$ 634.06	$ 634.06	$ 634.06	$ 634.06	$ 634.06	$ 634.06	$ 634.06	$ 633.65
B. Special Funds										
1. Title I										
a. Salary	$ -0-	$ -0-	$ 142.75	$ 142.75	$ 142.75	$ 142.75	$ 142.75	$ -0-	$ -0-	$ 83.33
b. Nonsalary	-0-	-0-	1.74	1.74	1.74	1.74	1.74	-0-	-0-	1.02
c. Total	$ -0-	$ -0-	$ 144.49	$ 144.49	$ 144.49	$ 144.49	$ 144.49	$ -0-	$ -0-	$ 84.35
2. Title IV-A										
a. Salary	$ 585.20	$ 167.50	$ 167.50	$ 167.50	$ 167.50	$ 167.50	$ 167.50	$ 167.50	$ 167.50	$ 219.79
b. Nonsalary	488.82	139.91	139.91	139.91	139.91	139.91	139.91	139.91	139.91	183.60
c. Total	$1,074.02	$ 307.41	$ 307.41	$ 307.41	$ 307.41	$ 307.41	$ 307.41	$ 307.41	$ 307.41	$ 403.39
3. Total Special Funds										
a. Salary	$ 585.20	$ 167.50	$ 310.25	$ 310.25	$ 310.25	$ 310.25	$ 310.25	$ 167.50	$ 167.50	$ 303.12
b. Nonsalary	488.82	139.91	141.65	141.65	141.65	141.65	141.65	139.91	139.91	184.62
c. Total	$1,074.02	$ 307.41	$ 451.90	$ 451.90	$ 451.90	$ 451.90	$ 451.90	$ 307.41	$ 307.41	$ 487.74
C. Total Per Pupil Cost										
1. Salary	$ 1,163.75	$ 746.05	$ 888.80	$ 888.80	$ 888.80	$ 888.80	$ 888.80	$ 746.05	$ 746.05	$ 881.67
2. Nonsalary	542.57	193.66	197.16	197.16	197.16	197.16	197.16	195.42	195.42	239.72
3. Total	$ 1,706.32	$ 939.71	$1,085.96	$1,085.96	$1,085.96	$1,085.96	$1,085.96	$ 941.47	$ 941.47	$1,121.39
Predicted Achievement Quotient	---	---	---	89	96	98	93	93	102	95
Cost Per Unit Of Predicted Achievement Quotient										
A. General Funds	$ ---	$ ---	$ ---	$ 7.12	$ 6.60	$ 6.47	$ 6.82	$ 6.82	$ 6.22	$ 6.69
B. Special Funds	$ ---	$ ---	$ ---	$ 5.08	$ 4.71	$ 4.61	$ 4.86	$ 3.31	$ 3.01	$ 4.33
C. Total	---	---	---	$ 12.20	$ 11.31	$ 11.08	$ 11.68	$ 10.13	$ 9.23	$ 11.02

IX. CONCLUSIONS

Conclusions made herein are based on data reported in previous sections and information received from the principal and faculty of Ed S. Cook Elementary School.

A. The Title I program at Cook did not achieve the program objective of one month's gain for a month in the program.

B. The changes in attitude as shown by the pre/post administration of the Self-Appraisal Inventory were positive; thus, the objective of improved attitudes toward school and self was achieved.

C. The percentage of attendance for 1972-73 was below that of 1971-72; therefore, the objective for improved attendance was not achieved.

D. Predicted Achievement Quotients indicated that the second grade fell below all other grades in reading, math, and composite.

E. The third and fourth grades in reading and the seventh grade on the composite scored higher on the Iowa Tests of Basic Skills (ITBS) than was predicted.

F. A comparison of matched pre and post ITBS scores revealed that the sixty-eight fourth grade pupils taking both tests scored an average of two months higher on the post test than the total fourth grade in reading, math, and composite, and yet made only three months gain in reading and composite and no gain at all in math, although the Predicted Achievement Quotient for grade four indicated achievement higher than what was expected.

G. Examination of the National Norm Quotients indicated much room for improvement.

H. If the fourth grade gains were exemplary of the whole school, the national norms will never be reached unless some change is made in the school program effecting higher pupil achievement.

X. RECOMMENDATIONS

The following recommendations are made in consideration of the stated goals of Ed S. Cook Elementary School.

A. The Title I program should be given more support from the faculty in order that the program may operate as was intended.

B. An effort should be made to unite the community with the school in an effort to increase pupil attendance and reduce vandalism.

C. The school faculty should make more of an effort to work together toward raising pupil achievement, particularly in the second grade.

D. Special projects in the school should be considered as part of the school program rather than as projects operating within the building.

E. More effort should be made by the faculty in utilizing the vast resources available in the system such as resource personnel and inservice programs.